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Relationship of parental social support with adolescent career planning



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ABSTRACT

Adolescent career planning should ideally be given social support from parents, this support will help teenagers understand their talents and abilities, help teenagers obtain information about the career fields they are interested in, help teenagers to adapt the career fields they will plan to the teenagers' abilities and interests, so that it will make it easier for teenagers to determine career planning. In reality, there are still many teenagers who lack parental social support in their career planning efforts. The aim of this research is to describe the relationship between social support and adolescent career planning. This type of research is descriptive quantitative correlational. The research population was students in classes X and XI SMK Negeri 1 Padang registered in the 2022/2023 academic year with a total of 561 students and a sample of 237 students, taken using the stratified random sampling technique. Instrument used was a questionnaire prepared based on the Likert scale model. The research data were analyzed using percentage analysis and to test the research hypothesis the Pearson product moment correlation technique was used. The research results show that there is a significant relationship between parental social support and teenagers' career planning with a correlation coefficient of 0.500 at a significance level of 0.00 and the direction of the relationship is positive. The implication of this research is the need for maximum parental social support for teenagers, because this will make teenagers more precise in making career decisions. Then guidance and counseling teachers must improve various types of services that can support the development of teenagers' career decisions at school.

Keywords:

Parental social support,
Adolescent career planning

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Introduction

Choosing a school major is an important decision that should not be taken lightly. A teenager needs to seriously consider the field of science he wants to study and the goals he wants to achieve so that he has the ability to prepare himself for a good career (Elida, 2006; Burwell, R., & Chen, C. P. 2006). However, unfortunately many teenagers still face mistakes in choosing a major. Difficulties are usually felt from the moment they enter school, when they realize that what they are studying does not match their interests and abilities. Many teenagers choose a major based on their parents' wishes or simply because it is trendy or boring. According to Educational Psychologist from Integrity Development Flexibility (IDF), Iren Guntur stated that 87% of teenagers in Indonesia choose the wrong major. This figure is quite high because it will affect the quality of graduates in Indonesia. The phenomenon of choosing the wrong major can reduce teenagers' enthusiasm for studying the science they choose. As a result, teenagers can feel a 'graduation' that is not in accordance with their choices. So his career readiness is not optimal (Sudaryanto, 2009).

Then nowadays, many teenagers don't have an idea of continuing their studies or working after graduating from school, teenagers don't understand their weaknesses and strengths, lack personality traits that are relevant in their careers and only know about their parents' jobs (Rizki, 2014). Students who graduate from secondary schools and vocational schools tend to only rely on minimal skills with minimal knowledge about the world of work. The impact of teenagers' inability to determine their career choices can be seen as the mushrooming of unemployment in Indonesia. The Central Statistics Agency (BPS) noted that in the year (February 2019 – February 2019) the number of unemployed people in Indonesia increased by 300 thousand people, bringing the total to 7.45 million people. BPS data shows that the open unemployment rate (TPT) is dominated by people with Vocational High School (SMK) education at 9.05%, followed by Senior High School (SMA) at 8.17%, and Diploma I/II/III at 7.49%. Apart from that, there are many more young people in Indonesia who work in jobs that do not match their skills (underemployed) and do not use their skills as optimally as possible (Glienmourinsie, 2016).

Every teenager is faced with comprehensive career preparation, choices and development at school, especially when connected to today's increasingly complex life needs (Widyatmoko A., & Purwandika., 2019). Many vocational school students are facing graduation, but tend to still experience confusion about their career choices, one of which is at SMK Negeri 1 Padang. Teenagers find it difficult to make decisions when choosing the level of further education and the types of work to take. One of the reasons for this is that the direction of career guidance in primary and secondary education is less than optimal (Rina, J., & Nur, A. 2021). This is in accordance with Budiman's research which states that almost 90% of high school students in the city of Bandung stated that they were confused about choosing a major for the future (Budiman, 2012). In reality, not only vocational school students, high school students are also unable to achieve career development tasks, are still unsure and do not have the readiness to make the right career decisions for their dreams.

In vocational secondary education, the main focus is on preparing teenagers to be able to enter the world of work and developing professional attitudes that will later be of benefit to themselves, others, the environment and the country. One of the preparations for teenagers to enter the world of work is to make career plans. However, it is still found that students are not able to make good career plans. The research results of Zulfikar (2013) explain that the career direction planning for MAN 2 Padang students is appropriate, but not well directed and planned. From the results of this research, it is known that there are still students who are suspected of not having thought about their career hopes in the future.

Then, based on the results of the majors test for Semen Padang High School students in October 2023, information was obtained that there were 61 students out of 238 students whose aspirations did not match their level of intelligence and talent. It is very likely that there are students who do not know the level of intelligence and talent they have so they are not able to think realistically about the relationship between their abilities and their career plans. Problems related to other careers were identified based on the results of the administration of General AUM in class Of the fifteen items in the career and work sector, there are several items with a high percentage of problems, such as the item not yet thinking about/choosing the job to be held as much as 58.26%, not knowing what talent for the position/job is as much as 40.74%, lacking information about work as much as 51.85%, doubt about the ability to succeed at work as much as 38.04%, not being able to plan the future as much as 22.23%, worried about being treated unreasonably/unfairly in looking for work/applying for work as much as 29.73%, 25.83% are unsure about getting a job with the education they have completed, 48.15% are worried about becoming unemployed after completing their education, 33.32% are unsure whether after completing this education they can work independently. This shows an indication of students' unpreparedness to enter the world of work after completing their education at vocational school.

Adolescent career development refers more to a job or position that is pursued and is believed to be a calling in life that permeates all of a teenager's thoughts and feelings which colors his entire lifestyle (Bangkit, C. B., 2017). Adolescence is a transition period from childhood to adulthood, during

this period teenagers begin to have an orientation towards the future, teenagers realize their ideals, realize the hope of work in the future, have a view of the world of work and begin to make plans for their future careers (Elida, 2006). Teenagers are expected to be able to set career planning goals that they will pursue and direct themselves in further education or training to prepare themselves to enter the world of work that has been planned. According to the career development process, individuals aged 15 to 24 years are in the exploration phase which is characterized by having thought about various career alternatives even though they have not yet made a definite career decision (Winkel & Hastuti, 2006). Teenagers are starting to understand their talents and interests, teenagers are also starting to look for various kinds of information about career fields.

Career planning carried out by teenagers requires attention from various parties, not only guidance and counseling teachers, but parents also play a very important role in this matter. Career planning is an effort made by teenagers to better understand their skills, interests, values, opportunities, obstacles, choices and consequences for choosing a job (Bernardin, H.J. & Russell, J.E.A., 1993). In principle, career planning has three aspects, namely, self-knowledge, attitudes and skills (Dillard, 1985). The use of career planning is planning further education so that teenagers have clear goals, clear aspirations for work, and advance in the field they have aspired to. Have work group skills that are in demand and show real ways to achieve your goals so that teenagers get better careers.

In planning a teenager's career at school, there are various factors that influence it, namely internal and external factors. These factors can be distinguished from each other, but cannot be separated because together these factors will shape the unique personality of teenagers to determine their future careers. Internal factors include life values, level of intelligence, special talents, interests, traits, knowledge and physical condition of adolescents. Meanwhile, external factors include society, the socio-economic situation of the country, the socio-economic status of the family, family influence, school education, peer relationships, and job demands (Winkel, 2004). Of the many factors that influence teenagers' career planning, there are internal factors and external factors, where the factors that influence a person's career, apart from coming from within themselves, are also external factors such as family, society, and circle of friends. But what is more influential on a teenager's career apart from within himself is the family factor, because the family is the first education a teenager gets. Family or parents are a real form of social support and are most related to teenagers, which will later become the most comfortable place for teenagers, both physically and psychologically.

The key to mature career planning and wise decisions lies in adolescents' processing of information about themselves and about their living environment. Only adolescents who have relevant information and interpret its meaning for themselves can make responsible choices. School counselors must help adolescents obtain and interpret relevant information, both through career guidance activities in various types of counseling services. This information will later have an influence on teenagers and they will be able to get information and interpret this information well so that teenagers can have a good career that suits their potential and dreams (Nadira, W., 2017). Parental social support during adolescence and career planning seem to be crucial if this is not realized in the future. This study was adapted to fill the gap in previous studies. This study studied how parental support was based on various components and explored the variable effect of parental support on adolescent career planning. In other words, this research focused on evaluating the causal factors of parental support for career planning. teenagers at school. Then at the end of this research various types of counseling services can be provided by guidance counselors to teenagers at school to improve teenagers' career planning.

Methods

This research uses a quantitative approach with a correlational type. The population of this study was 561 students in classes X and XI at SMK Negeri 1 Padang who were registered in the 2022/2023 academic year. Then the sample in this study was 237 students from various departments at SMK Negeri 1 Padang, this sample was taken using a stratified random sampling technique (demographic

details can be seen in table 1). This research uses a Likert scale measuring instrument that measures parental social support and adolescent career planning. Data was collected using a Likert scale range with 5 points, namely always to never. The instrument reveals four aspects of the parental social support scale, namely: emotional support, appreciation, instrumental and information support, while for career planning, namely self-knowledge, attitudes in the world of work and work skills (Dillard, 1985). The results of the validity and reliability test of the instrument show that it is valid and is in the good category (details of validity and reliability can be seen in tables 2 and 3). The research data were analyzed using percentage analysis techniques and to test the research hypothesis, product moment correlation was used with the help of the SPSS version 25.00 program.

Table 1. Demographics of Research Respondents

Department	Total Population of Each Sample Class		Sample
	Class X	Class XI	
Electrical Engineering	58	55	26
Mechanical Engineering	55	56	22
Automotive Engineering	56	55	24
Electrical Engineering	55	56	22
Construction & Property Engineering	56	56	24
Total Class X	280		118
Electrical Engineering		55	22
Mechanical Engineering		56	24
Automotive Engineering		56	24
Electrical Engineering		59	27
Construction & Property Engineering		55	22
Total Class XI		281	119
Total	561		

Table 2. Validity Test

Variable	Grain Statement		
	Test Try	No Valid	Valid
Parental Social Support	40	4	36
Adolescent Career Planning	35	3	32
Amount grain statement			

Table 3. Reliability Test

Variable	Number of items	Cronbach's Alpha
Parental Social Support	36	0.827
Adolescent Career Planning	32	0.812

Results and Discussion

Research Result

Based on data processing, the results of research regarding parental social support can be described as follows Table 4. Based on the recapitulation table 4, it is known that the average score for parental social support is 3.39 with a percentage of 67.95% of the ideal score and is in the medium category. In detail, parents' emotional support for students is in the high category, parental appreciation support for students is in the high category, parents' informational support for students is in the medium category and parental instrumental support for students is in the high category. This indicates that in

general parental social support for students is in the medium category. An overview of the results of student career planning research can be seen in the following table 5.

Table 4. Recapitulation of Parental Social Support

Subvariables	Score		
	Average	%	Category
Emotional Support	3,47	69,54	Tall (T)
Award Support	3,4	69,49	Tall (T)
Instrumental Support	3,40	68,08	Tall (T)
Information Support	3,20	64,14	Currently (S)
Total	3,39	67,95	Currently (S)

Based on the recapitulation table 5, it can be concluded that the average score for student career planning is 3.45 with a percentage of 69.07% of the ideal score and is in the good category. In detail, students have career planning in the aspect of knowledge and understanding which is in the quite good category. Meanwhile, the aspect of realistic reasoning regarding one's own relationships is in the good category. In the aspect of knowledge and understanding of oneself, knowledge and understanding of oneself and knowledge and understanding of the world of work are in the quite good category. This indicates that in general students' career planning is in the good category.

Table 5. Recapitulation of Student Career Planning

Subvariables	Score		
	Average	%	Category
Individual knowledge and understanding of themselves	3,6	72,54	Good (B)
Individual knowledge and understanding of work information	3,27	65,59	Pretty Good (CB)
Realistic reasoning regarding the relationship between knowledge and self-understanding with knowledge and understanding of work information.	,34	66,96	Quite Good (CB)
Total	3,45	69,07	Good (B)

Table 6. Relationship between Parental Social Support and Adolescent Career Planning

Variables	Pearson Correlation	Parental Social Support	Adolescent Career Planning
		1	.500**
Parental Social Support	Sig. (2-tailed)		.000
	N	237	237
	Pearson Correlation	.500**	1
Adolescent Career Planning	Sig. (2-tailed)	.000	
	N	237	237

** . Correlation is significant at the 0.01 level (2-tailed)

Based on the calculation of the product moment index numbers and the processed results table from the SPSS 25 program above, the Pearson correlation coefficient number is .500**. This means that there is a relationship between parental social support and teenagers' career planning. Based on the criteria, the relationship between the two variables is significant because the significance number is $0.00 \leq 0.05$. Because the correlation coefficient number is positive, namely 0.500**, the relationship between the two variables is unidirectional. This means that if parental social support is high then

the student's career planning will also be high. So the conclusion is that the relationship between parental social support variables and adolescent career planning is high and significant.

The results of research on the relationship between parental social support and adolescent career planning at SMK Negeri 1 Padang show that the results are significant. Family support plays an important role in planning and determining teenagers' careers, namely in the form of community support, insight into the world of work, efforts to find information, involvement of teachers at school, infrastructure support and attitudes towards the concept of work (Sudjani, 2004; Ulifa, 2018). The following will explain in detail regarding parental social support, adolescent career planning and the relationship between parental social support and adolescent career planning at SMK Negeri 1 Padang.

Social Support from Parents of Teenagers at SMK Negeri 1 Padang

Based on the research results, in general the social support of parents of teenagers at SMK Negeri 1 Padang is in the medium category. This shows that the majority of students at SMK Negeri 1 Padang receive sufficient parental social support in terms of emotional support, appreciation support, information support and instrumental support. Social support from parents of students who fall into the medium category needs to be increased further. Individuals who receive social support from parents will feel loved, appreciated, cared for, valued, and feel like they are an important part of the social environment (Sarafino, 2011). This means that parental social support for teenagers can have a positive effect on teenagers' achievement and can reduce anxiety in deciding or planning something.

Apart from having a positive effect on teenagers, parental social support is also needed by teenagers in completing developmental tasks (Lina Marliyah, et al, 2004). Adolescents sometimes experience obstacles in completing developmental tasks and need to get support from parents to be able to adapt and complete developmental tasks well. The emotional support provided by parents will also influence teenagers' self-confidence (Santrock, 2007). Adolescents who receive emotional support from their parents will have more self-confidence than adolescents who receive less emotional support from their parents. The self-confidence that emerges will raise teenagers' courage in making decisions related to the future, such as making decisions regarding career planning and being able to resolve difficulties that may occur during the career planning process.

What parents can do to be able to provide good parental social support is to provide psychological assistance such as care, attention, encouragement, empathy, providing advice, guidance, information, and providing material assistance. Based on the research results and explanations, it can be concluded that parents' social support for adolescents needs to be improved.

Career Planning fo Teenagers at SMK Negeri 1 Padang

Based on the research results, the general career planning of teenagers at SMK Negeri 1 Padang is in the good category. This can happen because teenagers have the ability to explore their own potential, have the awareness to seek information and increase their insight into their career plans and teenagers have the ability to adjust their understanding of themselves to their career plans. Teenagers need to have good career planning since they are teenagers because if teenagers are not able to plan their careers well they will feel doubtful in making career choices and will not be able to prepare themselves to enter a career. In accordance with the super career development theory (Yulianti, et al, 2013) adolescence is the right time to plan the future and make wise career choices so that teenagers can prepare themselves to enter a career.

In agreement with this, Harris Bowlsbey (in Budi Sutrisno, 2013) stated that having a career plan since adolescence will make it easier for individuals to prepare themselves to choose further education or the desired job. Ideally, career planning carried out by teenagers is not only to determine the type of education or job they want, but also to complete information and increase their insight regarding the type of education and job they want. There are many ways that teenagers can make career plans, such as understanding themselves, gathering various information about career fields and being able to consider career decisions based on understanding themselves and career information. Developing interests and talents aims so that in the future teenagers can work in fields

that interest them and are in accordance with their abilities, talents and interests so that they can develop the ability to learn and work optimally with enthusiasm. Based on the results of this research and explanation, it can be concluded that career planning for teenagers at SMK N 1 Padang needs to be improved.

Relationship between Parental Social Support and Adolescent Career Planning at SMK Negeri 1 Padang

The results of the correlational analysis show that there is a significant relationship between parental social support and career planning for teenagers at SMK Negeri 1 Padang with a correlation coefficient of 0.500 at a significance level of 0.00 and the direction of the relationship is positive. These findings confirm the opinion of Fisher and Griggs (in Ching-Hua M., 2011) that parental social support has a significant influence on the career planning process of teenagers. Social support provided by parents is a source for teenagers in planning their careers. Parents who provide knowledge and a willingness to play an active role in teenagers' activities will give teenagers experience and understanding regarding various matters related to the world of work.

Parents and peers have a very strong influence on teenagers' career choices (Sanrock, 2007). The family is the first party to provide information and understanding about various things to teenagers, including information and understanding about careers. Career planning made by individuals cannot be separated from parental support. Parental support is a source of strength for children in solving problems, making choices and determining their own destiny (Sri Lestari, 2012). In an effort to choose a career and determine a future career, teenagers need to get social support from their parents. When teenagers experience problems in career planning efforts, parents play a role in solving the problems experienced by teenagers so that teenagers have the encouragement to provide social support by showing empathy and giving advice to move forward.

In order to avoid the failure of teenagers in competing or competing in the job market, the support and role of parents in guiding children at home plays a crucial role in determining the sustainability of teenagers' careers. Based on this, parents need to be aware of developments in the school curriculum and direct their children to the world of work outside of school. Because parents have a significant influence in the career planning process of teenagers, therefore the implementation of career guidance in schools requires active parental involvement, so parents will be considered partners. The role of parents as partners will directly have a positive impact, especially their children's positive attitude towards their desire to go to school (Sukardi, 1994).

Parental social support has a significant relationship with teenagers' career planning. The higher the parents' social support, the better the teenagers' career planning will be. Conversely, the lower the social support of parents, the worse the teenager's career planning will be. The most important thing in adolescent career planning is support from the family, especially from parents, compared to other social support. Parents play a very important role in teenagers' career decision making, because parents are the closest environment for teenagers and are also the first place they put their trust. It can be understood that one of the factors that influences teenagers' career planning is the support they receive from family or parents. Children have a lot of time with their parents, and spend time with their parents, so parents have a big role in providing support to children so they are able to plan their careers well. If the support received from parents is good, then the teenager's career planning in the future will also be good. So it is clear theoretically and the research results state that family or parental support has a good relationship with teenagers' career planning at SMK Negeri 1 Padang.

Adolescent career planning (Dillard, 1985) includes three things, namely: self-knowledge, attitudes and work skills, these three are expected to develop in adolescents. A teenager must have clear goals, who will later have clear aspirations for work, progress in the field they have aspired to. Teenagers must also have group work skills that are of interest and demonstrate realistic ways of achieving these goals. The key to careful planning and wise decisions lies in processing information about oneself and about one's environment. Thus, only adolescents who have relevant information and interpret its meaning for themselves can make responsible choices. Therefore, school guidance and counseling teachers must help teenagers obtain and interpret relevant information, both through

career guidance activities in the form of group and individual guidance. Every thing you do in life is accompanied by factors that influence it, as is the case with career planning. Career planning is influenced by several factors (Gibson, 2005) which originate from internal and external sources of the teenager.

Meanwhile, external factors include the family's socio-economic status which is the background to the parents' education level, income and employment status (Wong & Peng, 2011). Academic achievement and school education can be interpreted as an achievement that is owned or obtained from an educational institution. Furthermore, the demands and environment have a very positive relationship in preparing a teenager to be accepted into a position and succeed in it, but also have a positive relationship to the attitudes, behavior and overall life of the teenagers around them.

Then another service that can be provided by guidance and counseling teachers is classical guidance, namely guidance that is planned by holding face-to-face meetings with class-based teenagers. This meeting is held in class on a scheduled basis with material relating to the understanding and development of teenagers' careers at school. The approach used can be in the form of a classical instructional model, such as exploitative, group discussions, simulation games, role playing, and so on. Another activity that can be almost the same is group guidance, namely guidance service activities provided to teenagers in schools with 5-12 members (Prayitno, 2004; Ministry of National Education, 2008) by discussing assignment and free topics by utilizing group dynamics. Then another counseling service that can be provided to teenagers for career planning at school is group counseling, by holding discussions using group dynamics that discuss various problems presented by group members or teenagers at school. This ability will later direct teenagers to achieve effective daily life.

It is hoped that the results of this research will provide insight for parents to support their children in planning their students' careers at school. Likewise for all school stakeholders, starting from the principal, student representatives, subject teachers, principals, students, parents and the community, so that they can improve career planning for teenagers at school. Counseling guidance teachers should also improve their competence as counselors at school, including pedagogical, social, professional and personality competence to be able to provide maximum services to teenagers at school.

Conclusion

Based on the results of research conducted at SMK Negeri 1 Padang, it can be concluded that parents' social support for teenagers is in the medium category, meaning that some parents have carried out their role in providing social support to teenagers, but there are still many parents who have not implemented it optimally. Meanwhile, teenagers' career planning is in the good category, meaning that teenagers are good at career planning but need to be directed and developed further. Then there is a significant positive relationship between parental social support and adolescent career planning.

The implication of these findings is the need for maximum parental social support for teenagers in the form of emotional, appreciation, instrumental and informational support, because this support will make teenagers more precise in making career decisions in the future. Then, guidance and counseling teachers must improve youth career planning services with various types of services that can support the development of teenagers' career decisions, so that teenagers' personal attitudes and skills are maximized in preparing for their dreams. Further research with larger samples and using diverse counseling approaches is also needed to understand this relationship in more depth and develop more effective counseling strategies.

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