

The Effect of Family Economic Status, Peer Support, and Mass Media Perception on Career Planning of SMKS Students

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Abstrak. Perencanaan karir merupakan proses sistematis yang berperan penting dalam membantu siswa mempersiapkan masa depan secara terarah. Penelitian ini bertujuan untuk menganalisis pengaruh status ekonomi keluarga, dukungan teman sebaya, dan media massa terhadap perencanaan karir siswa. Penelitian menggunakan pendekatan kuantitatif dengan melibatkan 222 siswa yang dipilih melalui teknik proportionate stratified random sampling. Analisis data dilakukan menggunakan regresi hirarki. Hasil analisis menunjukkan bahwa pada Model 1 status ekonomi keluarga berkontribusi sebesar 27,3% terhadap perencanaan karir ($R^2 = 0,273$). Pada Model 2, penambahan dukungan teman sebaya meningkatkan kontribusi menjadi 44,2% ($R^2 = 0,442$). Selanjutnya, pada Model 3, penambahan media massa meningkatkan kontribusi total menjadi 53,5% ($R^2 = 0,535$). Uji t menunjukkan bahwa setiap penambahan kelompok variabel memberikan peningkatan pengaruh yang signifikan. Temuan Penelitian menunjukkan variabel media massa dalam aspek Evaluating Information tentang kemampuan kredibilitas dan relevansi informasi karir yang diperoleh pada media massa prediktor paling dominan untuk menunjang perencanaan karir siswa SMK.

Abstract. Career planning serves as a systematic framework that is essential to guides students toward a well-structured future. This study examines the effect of family economic status, peer support, and mass media perception on students' career planning. Utilizing a quantitative approach, this research sampled 222 students through proportionate stratified random sampling. The data involved were analyzed using hierarchical regression. The results of this study indicated that in Model 1, family economic status accounted for 27.3% of the variance in career planning ($R^2 = 0.273$). The inclusion of peer support in Model 2 increased the contribution to 44.2% ($R^2 = 0.442$); meanwhile the addition of mass media in Model 3 raised the total variance explained to 53.5% ($R^2 = 0.535$). In addition, the t-test results confirmed that each additional variable group provided a statistically significant increase in the involved variables. The findings reveal that mass media, specifically the evaluating information dimension regarding the credibility and relevance of career-related data is the most dominant predictor of career planning among vocational high school students.

Key word: Family Economic Status; Peer Support; Mass Media Perception; Career Planning; Hierarchical Regression.

INTRODUCTION

The unemployment rate among vocational high school (SMK) graduates remains a critical challenge within the Indonesian educational system. Data from the Indonesian Central Bureau of Statistics (BPS) indicates that the unemployment rate for this demographic rose from 4.76% in February 2025 to 4.85% in August 2025; it represents a 0.09% increase over a seven-month period. Furthermore, at the national level, the Open Unemployment Rate (TPT) for these SMK graduates in 2025 reached 9.01%, shown as the highest number compared to other educational levels (Badan Pusat Statistik, 2025b). These facts indicate that SMK graduates has a lack of necessary career readiness to successfully involve in the workforce or navigate alternative post-graduation career paths.

This high rate of unemployment is linked to the deficiencies in students' career planning. Various studies have demonstrated that a lot of SMK students experience indecisiveness regarding their career choices, whether they intend to pursue higher education, workforce, or entrepreneurship (Rasyid et al., 2023; Pitria et al., 2024). This lack of preparedness is driven by several factors, including a misalignment between school-acquired competencies and industry demands, limited educational infrastructure, and a lack of systematic career counseling services (Ardhana et al., 2025; Meitasari et al., 2021).

Career planning is defined as a systematic process that consists of self-assessment, environmental awareness, option decision, and the development of action plans to achieve realistic and sustainable career objectives (Sandjaja et al., 2020). For vocational students, those plannings are crucially needed as they occupy a critical transition phase between formal education and the workforce or further academic study. Failure to establish the appropriate career plan significantly increases the risk of future unemployment and occupational mismatch.

In addition, the students' career planning is shaped by the interplay of various internal and external factors. The internal factors include interests, values, aspirations, and career adaptability, while external factors comprise family economic status, peer support,

and access to career-related information through mass media (Dumulescu et al., 2020; Vestalia et al., 2021).

Family economic status serves as a pivotal external factor in shaping students' career planning. Economic constraints restrict access to higher education, specialized skill training, and high-quality career information (Naushad, 2022). Furthermore, adolescents from lower-economic status backgrounds frequently face immediate pressure for the workforce because of the financial reasons. This significantly leads to inappropriate career decisions made without comprehensive planning (Davidovitch & Dorot, 2023).

Despite its theoretical importance, the current literature regarding the impact of family economic status on career planning remains inconclusive. While several studies have identified a significant effect (Pratama et al., 2022), the other has failed to find a meaningful correlation (Cahyawulan & Fazny, 2022).

Beyond family factors, a peer support also plays an instrumental role in shaping the career attitudes and decisions of students. Peers serve as the sources of information and social benchmarks; they usually provide a space to share experiences related to the opportunity in workforce situation as well as further education level (Hasanah et al., 2022). While positive peer support can decrease students' self-confidence and career maturity, negative influences may show if the information or values shared are inappropriate or irrelevant (Gulo & Laia, 2023). Consequently, research findings on peer effect also demonstrate significant different values, ranging from substantial impact (Yustiana & Nurwahidin, 2023) to a lack of partial effect (Kurniawati, 2021).

The development of mass and social media has fundamentally affect how students find career information. These platforms offer broad access to the workforce trends, industrial shifts, and educational opportunities (Coman et al., 2025). However, low levels of media and information literacy can hinder students' ability to discover valid data which impact the quality of their career decisions (Ma & Qin, 2021; Luengo-Aravena et al., 2024).

Given these multifaceted dynamics, this study aims to discover the influence of family economic status, peer support, and mass media on career planning. This

investigation is particularly urgent for twelfth graders of vocational schools who occupy a critical transition phase where they must choose between workforce or higher education to reach up. Theoretically, this research aims to enrich the discourse on career planning within the context of vocational education. Practically, it seeks to inform the development of career guidance and counseling services that are more targeted, contextual, and responsive to student needs.

The novelty of this research lies in its simultaneous examination of family economic status, peer support, and mass media perception within a single and integrated empirical model tailored to the Indonesian vocational education context. Different from the previous studies which analyzed these variables in isolation or yielded inconsistent findings, this study synthesizes these three primary external factors to determine their connection and comparative contributions to the career planning of thid graders of vocational high schools.

Furthermore, this study strengthens its theoretical foundation by integrating information seeking behavior theory with career education and development framework from McCowan (2023). This approach moves beyond merely measuring correlations; it elucidates the underlying mechanisms of how students process and utilize career information during their planning stages. Consequently, this study provides a more comprehensive and contextual perspective for the advancement of career guidance and counseling services in SMK.

From a methodological standpoint, previous studies have largely relied on descriptive survey designs or basic correlational methods while this study employs hierarchical regression analysis. This allows for a rigorous empirical test of how each variable incrementally affects career planning. Moreover, this study was conducted to twelfth graders of vocational schools who are at a significant transition point between education and the workforce, it offers significant practical contributions to the counseling and guidance services, modules and student worksheets (LKPD) development, and tools to help twelfth graders of vocational schools during their learning. Therefore, this study offers a modernized framework for career planning by establishing the critical linkages between mass media perception, family economic status, and peer support.

METHOD

This study involved a quantitative correlational design to provide an empirical analysis of the relationship between variables through statistical processing of numerical data. In addition, the hierarchical regression analysis was selected as the primary analytical framework. This method is widely preferred in social, educational, and psychological research because it offers a theoretically grounded approach compared to automated methods like stepwise regression (Chivok et al., 2024). By determining the entry order of variables based on established theory or prior empirical findings, hierarchical regression allows for a systematic and controlled evaluation of the research model (Field, 2018).

The study population consisted of 499 twelfth-graders at SMKS Taruna Jaya Prawira Tuban. Using Slovin's formula with a 5% margin of error, a sample size of 222 students was determined. The participants were selected through proportionate stratified random sampling across 17 classes from six vocational specializations: software engineering (RPL), computer and network engineering (TKJ), electrical installation (INST), light vehicle engineering (TKR), mechanical engineering (TPM), and welding (LAS).

The data were collected using four psychological scales, including the family economic status scale, the peer support scale, the mass media perception scale, and the career planning scale. The career planning scale was adopted from career education development framework (CEDF) on a 5-point Likert scale, ranging from strongly agree (5) to strongly disagree (1).

Prior to data collection, the instruments underwent a validity and reliability test to ensure the consistency of measurement of the constructs involved. As the results, the career planning scale demonstrated strong internal consistency with a Cronbach's alpha of 0.939 for the reliability test and $p < 0.349$ for the validity test.

The data were analyzed using hierarchical regression to determine whether the addition of new variables sequentially improved the model's predictive power. The primary focus of this analysis was the change in the coefficient of determination (ΔR^2) at each stage. A statistically significant increase in R^2 indicates that the newly introduced

variable contributes uniquely to explaining the variance in the dependent variable, beyond the influence of variables entered in previous steps (Tabachnick & Fidell, 2013).

RESULTS AND DISCUSSION

Based on the empirical analysis, this study discover the effect of family economic status, peer support, and mass media perception toward students' career planning. Table 1 details the results of descriptive statistics test derived from the data analysis.

Table 1. Results of Descriptive Statitics Test

Variabel	N	Min	Max	Mean	SD
Economic Status	222	55	135	97.72	15.200
Peer Support	222	22	110	85.14	14.375
Mass Media	222	75	175	130.13	21.605
Career Planning	222	52	120	95.61	11.998
VALID N (Listwise)	222				

Based on Table 1, the descriptive statistics indicate that respondents reported relatively high levels of peer support, mass media perception, family economic status, and career planning. These results found out that the data are suitable for further inferential analysis and hypothesis testing.

Tabel 2. Results of Normality Test

N	Value of Asymp. Sig. (2 tailed)
222	.200

According to the Kolmogorov-Smirnov test conducted via SPSS Ver. 25 (Table 2) yielded a significance value from Asymo. Sig. (2-tailed) = 0.200 > 0.05. Since this value exceeds the significance threshold of 0.05 ($p > 0.05$), it is concluded that the data follow a normal distribution.

Tabel 3. Results of Multicollinearity Tes

Model	Tolerance	VIF
Peer Support	0.642	1.559
Mass Media Perception	0.510	1.959
Economic Status	0.641	1.561

Based on Table 3, the tolerance value of each variable was established: (1) The tolerance value of peer support shows 0.642 while the VIF is 1.559; (2) The tolerance value of mass media perception shows 0.510 while the VIF is 1.959; (3) The tolerance value of family economic status shows 0.641 while the VIF is 1.561. Given that all VIF values are well below the threshold of 10 and all tolerance values exceed 0.1, it is evident that the data is free from multicollinearity issues.

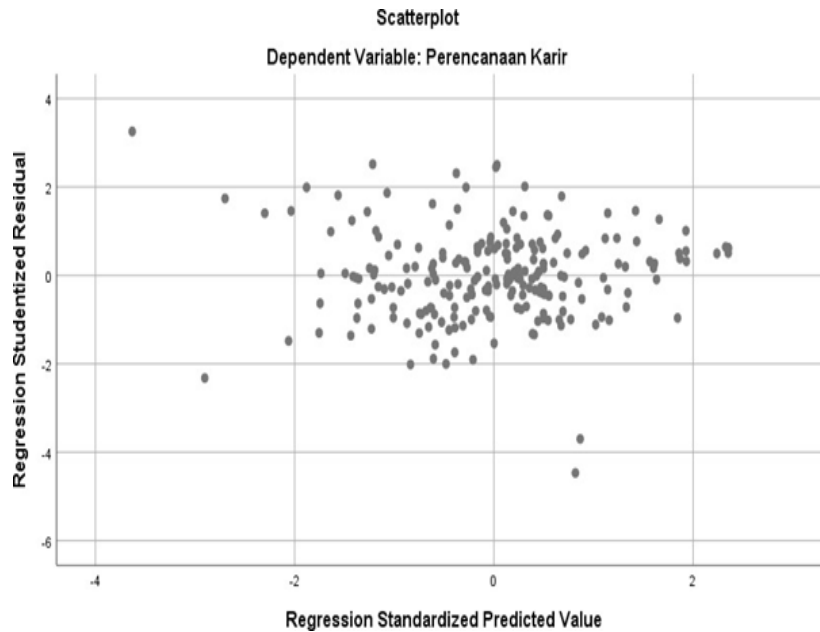


Figure 1. Heteroroscematicity

Source: Data Proceeded on SPSS 25

The heteroskedasticity test is conducted to identify unequal variance among the residuals of the observations. Ideally, a regression model should exhibit homoscedasticity, where the residual variance remains constant, ensuring the model's validity for predictive analysis.

The results of the data processing, as visualized in the scatter plot (Figure 1), show that the data points are dispersed randomly without forming a specific discernible pattern. This absence of a pattern confirms that heteroskedasticity is not identified. Therefore, it fulfills the homoscedasticity assumption required for a robust regression model.

Table 4. Results of Data Processing

Model	1	2	3
ΔR		0.143	0.066
ΔR^2		0.169	0.093
ΔF		12.876	10.433
p		0.000	0.000
R	0.522	0.665	0.731
R ²	0.273	0.442	0.535
F	27.286	21.067	21.010
P	0.000	0.000	0.000

The hierarchical regression analysis revealed a progressive increase in the model's explanatory power at each stage. In Model 1, an R^2 value of 0.273 was obtained (Adjusted $R^2 = 0.263$); it indicates that the initial predictor variables accounted for 27.3% of the variance in students' career planning. The model change test yielded an F Change of 27.286 ($p < 0.001$); it confirms the statistical significance of the model.

The addition of variables in Model 2 increased the R^2 to 0.442 (Adjusted $R^2 = 0.421$); it represents a significant incremental contribution of $\Delta R^2 = 0.169$. The model change test (F Change = 12.876, $p < 0.001$) indicates that the additional variables provided unique predictive value after controlling for the variables in the previous model.

In Model 3, the R^2 value further rose to 0.535 (Adjusted $R^2 = 0.508$), with an additional contribution of $\Delta R^2 = 0.093$. This final model proved significant with F Change of 10.433 and p value of < 0.001 . It demonstrates the most optimal explanatory power in accounting for the variation in students' career planning.

These findings underscore that a stepwise model structure grounded in theoretical considerations significantly enhances predictive capability. The consistent increase in ΔR^2 confirms that each independent variable offers a unique contribution to the career planning process. This validates the use of hierarchical regression as a robust analytical approach for examining multidimensional constructs within the vocational education context.

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Various studies in this topic show that family economic status, peer support, and mass media perception has a great contribution toward the students' career planning. The positive effect of the students' family economic status on career planning aligns with the findings of Fitria and Sucipto (2024), Wahyu (2023), and Pratama et al. (2022). They suggested that superior economic conditions facilitate more mature career preparation.

However, this contradicts Cahyawulan and Fazny (2022) who found that there is no significant effect between economic status and career decision-making.

Furthermore, peer support was shown to be a significant contributor toward students' career planning. The quality of social support and relationships appears to shape students' career confidence and decisions. It supported by research results from Yustiana and Nurwahidin (2023), Gulo and Laila (2023), and Sulusyawati and Juwanto (2022). In contrast, Kurniawati (2021) argued that peer support does not partially affect career maturity.

Finally, the finding that mass media perception serves as a vital source of information for professional aspirations. This result is consistent with Yunusa et al. (2022) and Coman et al. (2025). However, it stands in opposition to Nweke and Uzun (2025) who found out a very weak correlation between external preferences and career choices.

Drawing on prior empirical studies, the evidence remains inconsistent regarding the effects of family economic status, peer support, and mass media perception towards students' career planning. In particular, peer support factor is reported to exert a significant effect on career planning in several studies (e.g., Yustiana & Nurwahidin, 2023; Gulo & Laila, 2023; Sulusyawati & Juwanto, 2022). However, Kurniawati (2021) found that peer support did not significantly affect students' career planning. Similar inconsistencies are evident for the role of mass media perception. While some studies (e.g., Yunusa et al., 2022; Coman et al., 2025) suggest that mass media plays a crucial role in shaping career awareness, the overall findings remain insignificantly affected.

Therefore, these divergent findings suggest that the career planning of SMK students is driven by a complex and interconnected web of family environments, social circles, and information sources. Because these external factors yield varying impacts, the overall effectiveness of students' career preparation is heavily contingent upon their intrinsic information literacy skills.

CONCLUSION

Drawing upon the research findings, it can be concluded that the career planning of SMK students is significantly affected by family economic status, peer support, and mass media perception. The hierarchical regression analysis indicates that the sequential addition of each variable into the model significantly enhanced its explanatory power. The final empirical model accounted for 53.5% of the variance in career planning; it demonstrates that the integration of these three factors exerts a robust and complementary effect on students' career planning.

Specifically, the family economic status facilitates access to essential resources and career opportunities toward the students, while peer support is the main factor in fostering students' self-confidence and career orientation. Furthermore, mass media functions as a vital source of information that broadens career perspectives of the students. Collectively, these findings substantiate that the career planning of SMK students is a multidimensional construct driven by the complex interplay of internal and external factors.

Therefore, the appropriate interventions aimed at improving student career readiness should not be implemented in a fragmented manner. Instead, they demand a comprehensive strategy that reinforces family involvement and positive social environments, alongside the optimization of information literacy-based career guidance and counseling services.

For future studies, it is recommended to incorporate additional determinants that may affect students' career planning, such as individual interests and aptitudes, self-efficacy, personality traits, institutional career guidance services, or the overall school climate, to construct a more holistic framework. Moreover, future researchers are encouraged to develop more versatile research instruments adapted to the unique characteristics of vocational students and the contemporary demands of the workforce; thus, it would ensure that future empirical findings remain highly relevant to current workforce conditions.

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