

The Effect of Self-Determination and Self-Efficacy on Students' Career Maturity Through Family Social Support

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Abstract

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The expansive number of unemployed high school graduates is purportedly due to the need to develop career arranging by understudies after graduating from school. With respect to this issue, the show investigated and analyzed the impact of self-determination and self-efficacy on career development through family social back at vocational high schools majoring in hospitality department or SMK Perhotelan in Semarang City. The research method used was quantitative with an ex post facto approach. In collecting the information, a few scales were utilized, such as a mental scale of self-determination, self-efficacy, family social back, and career development. Based on the discoveries, self-determination contributed a positive and critical impact on students' family social back, self-efficacy had a positive and noteworthy impact on students' family social bolster, self-determination had a positive and critical impact on students' career development, self-efficacy had a positive and critical impact on student's career development, and family social bolster had a positive and critical impact on students' career development. Other discoveries were there found a circuitous impact of self-determination on the career development of SMK Perhotelan understudies in Semarang City through family social support, and there was an indirect effect of self-efficacy on the career maturity of SMK Perhotelan students in Semarang City through family social support. It can be concluded the a need to improve students' career maturity through guidance and counseling services.

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INTRODUCTION

The Industrial Revolution 4.0 era is surely a big challenge for students. It can be a great potential to build a new generation, but at the same time will be a big threat considering the competition in the current technological era depends on how students prepare to process and perceive career maturity in the world of work. An adolescent is said to attain career maturity if he succeeds in completing his developmental tasks between the age of 14 to 18, making them able to formulate general career goals with awareness, values, interests, contingencies, and planning for preferred jobs. However, individuals who do not complete career development tasks optimally according to their age will have an impact on development tasks at a later age (Zunker, 2015). Later on, the people may fail to become professional adults, which of course will affect their career. Career development is known to have a positive impact on work preparation (Pangastuti and Khafid, 2019). Thus, preparing individual readiness through career maturity for facing the world of work is significant.

Unfortunately, the results of field observations conducted at SMK Perhotelan in Semarang City obtained unsatisfying results, namely students were confused in determining their careers after graduating from vocational high school, had assumption that their parents have prepared their future career in advance following their enrolment at the school, and though that being accepted at public school was the most important thing. There are a few components that impact students' career development, counting self-determination, self-efficacy, and family social back. Based on several factors that affect students' career maturity, the

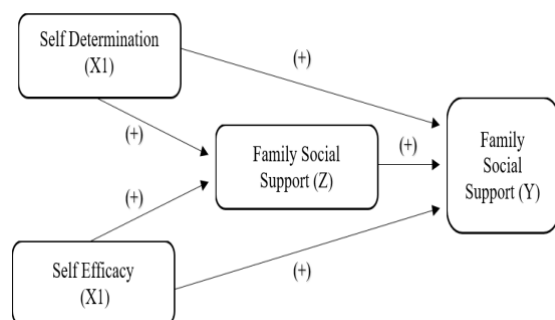
factors studied in this research were self-determination, self-efficacy, and family social support. Another research conducted by Látalová and Pilárik (2015) shows similar results, namely self-determination has a significant relationship and can predict career decision making. Students who have self-determination often use adaptive methods in decision making or career maturity.

Self-efficacy is found to influence one's career maturity as found in Anggraini's (2019) research, namely self-efficacy contains a positive and critical impact on career development. Moreover, Fadhila et al (2017) contend self-efficacy includes a positive impact on career development in grade XI and XII high school students in Banda Aceh, indicating that if self-efficacy increases, career maturity also increases. A person who has confidence in their strength can be said that he has a mature career which means that he is confident in accomplishing any tasks by means of his own strength. It is in contrast to Larasati and Kardoyo (2016) who state that the rate of the impact of self-efficacy on students' career development as it were comes to 9.8%. This suggests that self-efficacy has small impact on the career development of SMK Class XII training participants in Kudus Regency. It is based on the discoveries of investigate conducted by Sarah et al (2021) In other words, there's no critical relationship between self-concept (X1) and parental bolster (X2) with career preparation (Y) of understudies majoring in Topography Instruction at Syiah Kuala College. The third factor as an intervening factor that influences students' career maturity is family social support.

Based on the inquire about of Kulsum et al (2021) the comes about of the relapse coefficient test carried out utilizing the t-test gotten a

importance esteem of family social back of 0.002 which was littler than 0.05. It can be said that family social bolster incorporates a positive and noteworthy impact on career development, so the higher the family social bolster gotten by understudies, the higher their career maturity will be. Then, the comes about of the primary speculation test within the investigate conducted by Rahma and Rahayu (2018) gotten a centrality esteem (p) of 0.000.

Oppositely, the research conducted by Sarah et al (2021) found no relationship between self-concept and parental back in career development of understudies majoring in Geology Instruction at Syiah Kuala College. Of the previous research which mostly discusses career decisions, the novelty of the present research lies in students' career maturity. Therefore, the current on aimed at analyzing the impact of self-determination and self-efficacy on students' career development through family social bolster at SMK Perhotelan in Semarang City.



METHODS

The populace in this consider were professional tall school understudies majoring in neighborliness consider program in Semarang City with a total of 218 students, including 138 students from SMK N 6, 30 students from SMK Tjendekia Puruhita, 30 students from SMK Jayawisata, and 20 students from SMK Nusa

Putera. Of such number, 175 understudies were chosen as the tests utilizing purposive irregular testing strategy with a level of 5%.

In data collection, the first instrument used was adapted from the self-determination scale developed by the researchers according to the concept of Deci and Ryan (2017) with aspects of autonomy, competence, and relatedness consisting of 36 items divided into 18 favorable items and 18 unfavorable items. In terms of the validity test, the instrument obtained a coefficient value of 0.222 to 0.894 with 31 valid items and 5 invalid items, while the alpha reliability was 0.945.

The second scale used was the self-efficacy scale developed by the researchers with regard to Bandura's concept (1997) covering the aspects of level, generality, and strength consisting of 36 items divided into 18 favorable things and 18 unfavorable things. The result of the legitimacy test was 0.223 to 0.903 with 31 substantial things and 5 invalid things, whereas the unwavering quality was 0.941.

The third scale was family social support developed by the researchers referring to the concept of Solikhati and Saraswati (2021) with aspects of emotional, appreciation, informative, and instrumental consisting of 40 items divided into 23 favorable items and 17 unfavorable items. Its validity was 0.204 to 0.901, namely 35 valid items and 5 invalid items, while the reliability was 0.947.

The last scale was career maturity created by the analysts based on the concept of Krisphianti and Nurwulansari (2022) with the aspects of planning, exploration, ability to use information, and making decisions. This scale comprises of 40 things separated into 23 favorable things and 17 unfavorable things. In terms of validity test, this

scale obtained a coefficient of 0.016 to 0.753 with 36 valid items and 4 invalid items, while the reliability was 0.953.

All rebellious were evaluated employing a 4-point Likert scale from emphatically concur (4), concur (3), oppose this idea (2), and unequivocally oppose this idea (1).

This investigate utilized an ex-post facto inquire about plan with a way investigation test data analysis technique. Meanwhile, the questionnaire data collection process was carried out via *Google Form*.

RESULTS AND DISCUSSION

This research had one dependent variable, two independent variables, and one intervening variable. The dependent variable was student career maturity, the autonomous factors were self-determination and self-efficacy, and the interceding variable was family social bolster. Regarding the descriptive analysis with the help of SPSS version 22, the mean of all variables was in the high category, namely ($M = 100.02$ $SD = 8.69$) for the career maturity, ($M = 95.76$ $SD = 8.52$) for the self-determination, ($M = 93.84$ $SD = 8.39$) for self-efficacy, and ($M = 98.37$ $SD = 8.72$) for family support. These results are presented in the following table 1.

Tabel 1.
Mean, SD, and Variable Category

Variable	M	SD	Category
Career maturity	100,02	8,69	High
Self-determination	95,76	8,52	High
Self-efficacy	93,84	8,39	High
Family social support	98,37	8,72	High

To further determine the effect between variables, the Sobel test analysis was carried out and resulted the data in the following table.

Tabel 2.
The Results of Path Analysis Test

Predictor	β	t	P	R	R^2	F	P
Family Social Support:				0,51	0,26	29,75	< 0,01
Self-determination	0,21	2,81	0,01				
Self-efficacy	0,50	7,26	0,00				
Career Maturity:				0,47	0,22	15,77	< 0,01
Self-determination	0,19	2,53	0,01				
Self-efficacy	0,26	3,46	0,00				
Family Social Support	0,45	6,70	0,00				
Mediator		Coef		SE		P	
Self-determination > family social support > career maturity		2.56		0.04		< 0,05	
Self-efficacy > family social support > career maturity		4.41		0.04		< 0,05	

According to results of the regression test presented in table 2, self-determination was found to affect family social support by ($\beta = 2.81 < 0.01$), self-efficacy was found to affect family social support by ($\beta = 7.26 < 0.01$), self-determination was found to affect career maturity by ($\beta = 2.53 < 0.01$), self-efficacy was found to affect career maturity by ($\beta = 3.46 < 0.01$), and family social support was found to affect career maturity ($\beta = 6.70 < 0.01$). Furthermore, the level of family social support explained by the two variables was 26% ($R^2 0.26$) while the level of career maturity explained by the three variables was 22% ($R^2 0.22$). It was also known that the self-determination through family social support indirectly contributed a positive and significant effect on career maturity, self-efficacy through family social support indirectly gave a positive and noteworthy impact on career development. Of these discoveries, there found an impact of self-determination and self-efficacy on students' career development through family social bolster.

When sense of competence is owned, career decision-making is more likely to participate in career exploration, planning process, and have a positive relationship between students and their environment. Students who are able to understand themselves with a sense of competence know their passion among career choices and have a good relationship with their environment, leading to good self-determination. When this variable is combined with good learning process, students will likely be able to produce intellectual abilities seen from the ability to organize the material being studied, the existence of motivation and educational goals that will make students have good career maturity. Further, Látalová and Pilárik (2015) who observed 173 female students in Slovakia found similar results that self-determination has a significant relationship and can predict career decision-making. Female students who have self-determination tend to use adaptive methods more often in decision-making or career maturity.

Another finding in this research was self-efficacy had a positive and critical impact on students' career development. Someone who has high self-efficacy will have a mature career because self-efficacy instils confidence in someone that in his efforts, he will be eager to face tasks and complete them. It is in line with the discoveries of investigate by Fatimah *et al.* (2021) that expanding self-efficacy will lead to higher career development. It is at that point backed by Anggraini's inquire about (2019) which appears that self-efficacy contains a positive and noteworthy impact on career development. Similarly, Fadhila et al (2017) state that self-efficacy contains a positive impact on career development of review XI and XII tall school understudies in Banda Aceh. Someone who has

confidence in their strength will likely to have a mature career and be confident in their strength in facing tasks and completing them. The findings of this research somehow in contrast to the one by Larasati and Kardoyo (2016) that a person's conviction isn't sufficient to attain career development. They thought so since to attain career development which incorporates self-knowledge, information about work and the capacity to arrange career steps, it takes person exertion to require fitting activities such as endeavors to induce to know themselves, discover out approximately work and instructive steps, and attempt to overcome issues related to career development, not as it were with self-confidence (self-efficacy).

Family social back contributed a positive and critical impact on students' career development. It has proven that interactions carried out by family members in the frame of social back such as fabric and non-material help, consideration, concern, sympathy, recommendations, counsel, and data were able to help individuals overcome their problems. For more, each family member had a long-standing interpersonal relationship so that the assessment of the family could affect vocational high school students in achieving their career maturity.

Social back from the family played an vital part for people since family connections have been set up for a long time. In this research, family influenced the career preparation of vocational high school students more than any other environments, including society, contact with the world of work, efforts to gather information, teacher involvement in schools, infrastructure support, and attitudes towards the concept of work. Students who did not receive social support from their families were found not

ready for a career. It meant that they were not in the best position to reach a stage in career development. By having interpersonal relationship like emotional bonds, family support and appreciation, future career choice can get more influence (Rahma and Rahayu, 2018). It is upheld by Kulsum et al in their investigate (2021) which found family social back features a positive and noteworthy impact on career development, for the higher the family social back gotten by understudies, the higher their career development will be.

Based on the path analysis test self-determination had an indirect effect on students' career maturity through family social support. The combination of tall self-determination and solid family social bolster significantly increased the likelihood of students achieving career maturity. Both variables complemented each other in influencing students' career maturity. Self-determination allowed students to take control of their career journey, while parental support provided a strong foundation for developing self-determination. With parental support, students who had high self-determination were better able to achieve career maturity. Parental support could strengthen students' self-determination, which in turn increased their career maturity. In other words, both self-determination and parental support were important factors in helping students develop the career maturity needed for future success. It is supported by research which states that students who receive emotional support from their families tend to talk more often about career plans with their parents and peers (Dharmasatya and Wilani, 2020)

Self-efficacy had an backhanded impact on students' career development through family

social back. Students who knew their potential were confident in exhibiting their abilities through talents and interests. With this provision, they would perform well in choosing a future career. In addition, parental support influenced students in making career choices so that students were able to determine career choices in accordance with their abilities and beliefs maturely. Based on this finding, parents are expected to be able to provide direction and guidance and not ignore adolescents because choosing a major is the first step in students' future career. Family social support and self-efficacy can be used as predictors in predicting career maturity, where high self-efficacy accompanied by good social support will influence individuals in choosing a career that suits their talents, interests and abilities (Dewi, 2021). With respect to the discoveries, this investigate offers a few suggestions for the execution of direction and counseling in schools. First, guidance and counseling should be provided to students in order to increase their career maturity. Second, to realize this plan, a counselor who is able to create a positive environment that will later support students in their future career decisions is needed. With the provision of guidance and counseling services, it is expected that students can better choose their career.

The increasingly tight competition and narrow job market urge vocational high school students to comprehensively prepare themselves well in facing the world of work in order to be able to become capable and competitive individuals. Hence, it is imperative for understudies to realize a high level of career development to form the correct career choices. Students' career maturity is one aspect that needs

to be attained to support their future careers. Further, career maturity is not only the ability to choose a career, but also to enter a career comprehensively. Career maturity begins with individuals recognizing their potential, understanding the real job market, and planning and deciding on the right career choices.

Career development is one of the foremost vital viewpoints in juvenile improvement, particularly Professional Tall School (SMK) students who are within the exploration stage, namely searching for identity to make mature career decisions. Unluckily, based on the findings there were still many vocational high school students who did not have good career maturity. Hence, school counselors are anticipated to be able to supply direction and counseling administrations for understudies in deciding their careers (Nurhayati et al., 2021).

To whole up, the discoveries of this investigate have affirmed that there was an impact of self-determination and self-efficacy on students' career development through family social back. It implied that there has to be outside inspiration other than family social support, which is inner within the frame of self-determination and self-efficacy in students' career development.

CONCLUSION

With respect to the discoveries, a few conclusions are drawn. To begin with, self-determination features a coordinate positive effect on family social bolster. Moment, self-efficacy includes a coordinate positive impact on family social back. Third, self-determination incorporates a coordinate positive impact on students' career development. Fourth, self-efficacy encompasses a coordinate positive impact on students' career development. Fifth, family social support has a direct positive effect

on students' career maturity. Sixth, self-determination indirectly has an effect on career maturity through family social support. Seventh, self-efficacy indirectly has an effect on career maturity through family social support.

This study can be a reference for counselors about a comprehensive approach and focuses on students' career needs. The counselors can focus on increasing students' self-determination and self-efficacy to enable students achieve career maturity, not to mention involve parents in terms of support for student career development. In its practice, students can actually increase career maturity by building networks in their fields of interest by consulting a career counselor to get guidance and career interest tests or self-reflection.

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